



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

Adult Education and Workforce Development Statewide Webinar

August 8, 2018

Marilyn Pitzulo | Adult Education Staff

Department of Workforce Development | Indiana ADULT EDUCATION
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Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

*“You’ll
only see
changes if
you make
changes.”*

Ronald

Clarke

Hartford City, Indiana



Ron Clarke's dream is to become a sheriff, but not having a high school diploma was holding him back. He dropped out of Delta High School and held two jobs for many years just to survive. At age 33, Ron of Hartford City knew he needed more to continue to support his young family.

“I needed to better my life and get a career to help my family out,” recalls Ron, “and to show my kids that school is worth something.”

“Ron worked diligently in class every night, and he even helped other students in class to stay on track,” says teacher, Katey O’Connor.



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While attending classes twice a week, Ron was working at a condo complex as a maintenance specialist.



"The teacher was the best part of my class," reflects Ron, "the one-on-one teacher and student vibe worked best with me. The teachers/staff are amazing!"

Thanks to his hard work, dedication, and time spent at the Muncie Area Career Center (MACC) adult education program he is one big step closer to that dream.

Today, after passing his HSE test and successfully acquiring his diploma, Ron applied to, and accepted a new position at the Blackford County Sherriff's Office in the jail division as a correctional officer.





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“Eager to Learn, Lead,
and Succeed”

Teresa

Huett

Indianapolis, Indiana

“Like my grandmother
told me closed mouths
don't get fed, and all
you have to do is
speak up.”

Teresa Huett came to Marian University ABE in October 2017, and because of personal issues at home, she was not earning the credits she needed to stay on track in high school. Ultimately, she left Arsenal Technical High School to take care of her mom.

While she had obstacles to overcome, the Marian University ABE program described Teresa as “eager to learn, lead, and succeed.” Teresa said, “I liked the environment and the opportunities that Marian ABE had and I also liked the school schedule.”





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“I feel the program helped me be more **consistent** with a time schedule, even down to personal things.”

“Eager to Learn, Lead, and Succeed”

Teresa

Huett

Indianapolis, Indiana



“A personal obstacle I had to overcome was being with my friends a lot -- yes, I do need time for family and friends, but at the end of the day my education was more important to me and anybody that would've tried to interfere with that wasn't good to be in my life,” Teresa said.

“What I like most about the program,” she said, “is the **understanding**. As long as the teachers saw I was putting in effort they made me feel comfortable and made sure I got the right lessons I needed and worked with me and my schedule. Even if I have to miss a few days you helped in anyway possible.”



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“I love how the program runs. I would like to see Project Build/Marian ABE expand across the country.”

“Eager to Learn, Lead, and Succeed”

Teresa

Huett

Indianapolis, Indiana



Teresa's determination and hard work paid off. She successfully completed two IET courses, one with certification, and is working on a third. She advanced her reading, writing, and math levels and earned a **High School Equivalency** in April.

She has big ambitions. “After I've completed the program my plan is to take the training I've received and move forward. In a few years, I plan on going to college to be a lawyer.”

Learn. Lead. Succeed.



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Tabatha Stence quit high school and never looked back. “It was not the smartest decision in my life, but we can’t go backward, only forward,” she admitted. “As the years went by I had three little mouths to feed which meant working to help support my family.”

Years turned into decades. “Before I knew it,” Tabatha said, “years had flown by, and I still had not gone back to school to achieve my diploma. I never thought it would be possible, and I gave up. I figured I had waited too long.”

Then circumstances at work changed.

“I am a 46-year-old woman who had made the decision to quit school in high school.”

Tabatha
Stence
Worthington, Indiana

Open Arms
CHRISTIAN MINISTRIES



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“I passed my WorkKeys with a (Level) 6 and just had an interview with Cook Medical.”

Tabatha

Stence
Worthington, Indiana



“When circumstances at work arose that required I get my diploma, I had a meltdown feeling at my age it was not possible. I did not think I would pass the math because I did not have any Algebra in high school. I was extremely stressed, but my wonderful husband encouraged me,” Tabatha said.

Thanks to Turning Point Education Center in Bloomfield, Tabatha started classes with teacher Rena Ball. “She made it all easier for me to understand,” she said. “With this wonderful support, I was able to achieve my diploma.”



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“You’ll only see changes if you make changes.”

Ronald Clarke

“Like my grandmother told me closed mouths don't get fed, and all you have to do is speak up.”

Teresa Huett

“(Quitting high school) was not the smartest decision in my life, but we can't go backward, only forward.”

Tabatha Stence



Students at Lafayette Adult Resource Academy

“Our students are more than a test score.”

Adult Education Teacher



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Adult education

Success Stories

Stories to Inspire. Share Your Program's Successes.

These do not all have to be HSE completion stories.

- ▶ Did someone receive basic skill remediation to pass WorkKeys and get a great job?
- ▶ Were they able to remediate and improve their AccuPlacer score to get into credit bearing classes at Ivy Tech or Vincennes University?
- ▶ Was an employer able to promote an employee because their language skills improved to the point they could supervise?

Everyone has a dream. Everyone has a story to tell. Share it.



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Success Stories

Stories to Inspire. Share Your Program's Successes.

*Adult education needs to
"toot its horn" more.*

Everyone has a dream. Everyone has a story to tell. Share it.

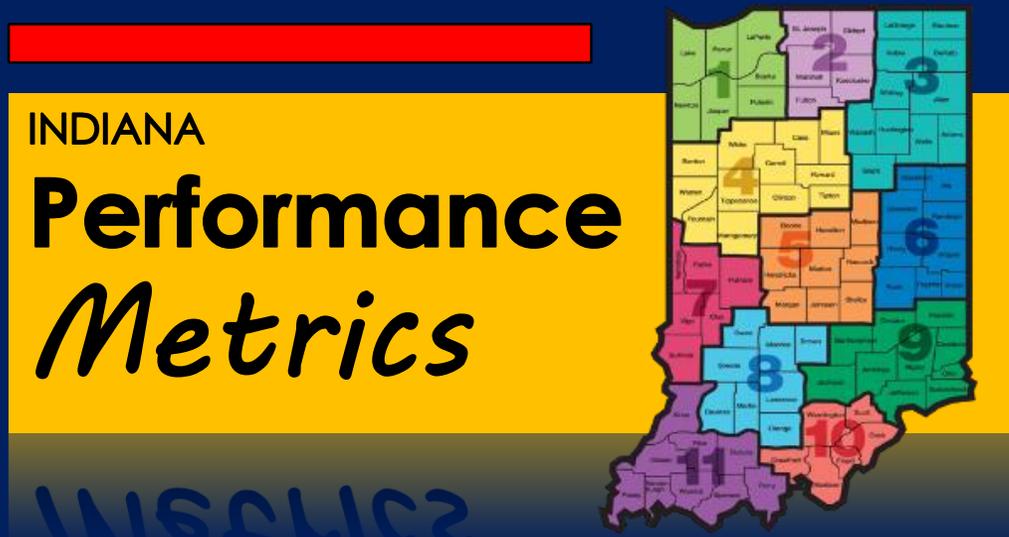


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Countdown – How Did We Do?

- #1 Basic Skills
- #2 High School Equivalency



NRS State Table 4 8-3-18

Date Printed: 8/3/2018 7:46 AM

Table 4 - Educational Gains and Attendance by Educational Functioning Level

School: All Programs

Term: 20172018

Audit Type: Calc and Manual

Enter the number of participants for each category listed, total attendance hours, and calculated percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Gain (D)	Number Attained HSE/Diploma (E)	Number Separated Before Gain (F)	Number Remaining Within Gain (G)	Percentage Achieve Gain (H)	Total Periods of Participation (I)	Total Periods With Measurable Gain (J)	Percentage of Periods With Measurable Gain (K)
ABE Level 1	299	28100	170	7	81	41	59.2%	316	189	59.81%
ABE Level 2	2753	272076	1501	107	814	331	58.41%	3039	1725	56.76%
ABE Level 3	6252	543133	3205	775	1708	564	63.66%	6569	4113	62.61%
ABE Level 4	6662	496975	2639	1785	1680	558	66.41%	6837	4500	65.82%
ABE Level 5	2911	175047	1032	1081	586	212	72.59%	2965	2144	72.31%
ABE Level 6	2078	107260	328	949	586	215	61.45%	2103	1293	61.48%
ABE Total	20955	1622591	8875	4704	5455	1921	64.8%	21829	13964	63.97%
ELL Level 1	2112	165952	1157	2	710	243	54.88%	2153	1171	54.39%
ELL Level 2	949	82422	605	1	279	64	63.86%	974	616	63.24%
ELL Level 3	1039	87499	644	1	300	94	62.08%	1050	649	61.81%
ELL Level 4	726	62478	455	1	215	55	62.81%	755	464	61.46%
ELL Level 5	506	33646	222	2	199	83	44.27%	518	224	43.24%
ELL Level 6	84	3485	21	0	48	15	25%	85	21	24.71%
ELL Total	5416	435482	3104	7	1751	554	57.44%	5535	3145	56.82%
Grand Total	26371	2058073	11979	4711	7206	2475	63.29%	27364	17109	62.52%

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MEASURABLE SKILL GAIN

Basic Skills Remediation

NRS Table 4

2017-2018*

63.29%

2016-2017

57.60%

60%

- Indiana Target

- Instructional Impact

Instructional

IMPACT

*Data as of 8.3.18



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#1 MEASURABLE SKILL GAIN

Basic Skills Remediation
NRS Table 4

ABE 64.80%

ELL 57.44%

63.29%

60%
- Indiana
Target



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MEASURABLE SKILL GAIN

Basic Skills Remediation

NRS Table 4

2017-2018

ABE	64.80%	+5.14%
ELL	57.44%	+6.63%
TOTAL	63.29%*	+5.69%

2016-2017

59.66%
50.81%
57.60%



60%

- Indiana Target

Instructional

IMPACT

*Data as of 8.3.18



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Distance Education Measurable Skill Gains

Distance Ed

2016-2017

*2017-2018**

7.31.17
2016-2017
NRS **Table 4C**
Column H

64.96%

8.3.18
2017-2018
NRS **Table 4C**
Column H

70.40%

*Data as of 8.3.18

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Distance Education Measurable Skill Gains

Distance Ed

*2017-2018**

ABE/ASE

ELL

8-3.18 2017-2018 ABE/ASE NRS Table 4C Column H	8.3.18 2017-2018 ELL NRS Table 4C Column H
69.60%	74.61%

*Data as of 8.3.18



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No. Separated Before Gain

2016-2017

9,817

36.36%

2017-2018*

7,206

27.32%

*Data as of 8.3.18



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No. Separated Before Gain

- ABE/ASE Levels 1-6 (26.03% Separated)
- ELL Levels 1-6 (32.33% Separated)

No. Remaining

- ABE/ASE Levels 1-6 (9.16% Remaining)
- ELL Levels 1-6 (10.22% Remaining)

7,206

No. Separated Before

GAIN

27.32%



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Enrollment

2017-1018

26,371

2016-2017

26,993

- 622

Down

*Data as of 8.3.18

Federal Adult Education Enrollment

Down 4% 2015-2016

43 States Decreased – Ranging 1 to 20%



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Enrollment

	<u>2017-1018</u>	<u>2016-2017</u>
ABE 1-6	20,955 ↑	20,720
ELL 1-6	5,416 ↓	6,273

ELL
- 857
Down

*Data as of 8.3.18



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How Did We Do?

High School Equivalency

Pass Rate

77.22%*

2017-2018

75.55%

2016-2017

*Data of 8.3.18



INDIANA

Performance

Metrics





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TASC Summary All Indiana Examinees

2017-2018*	5,469
2016-2017	5,388

+ 81

*Data of 8.3.18

InTERS Summary All Enrolled Indiana Examinees

2017-2018*	4,711
2016-2017	4,870

- 159



TEST
ASSESSING
SECONDARY
COMPLETION™

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REMINDER

Paula Boffa-Taylor is retiring from DRC in August. Paula will be with TASC until August 9. Many of you worked closely with her over the years and may want to reach out and wish her well.

The new representative for Indiana will be **Catherine Bienfait**. Like Paula, Catherine has been with the TASC program since the beginning. Catherine was responsible for bringing New York State on board with TASC and is still their program manager.

Catherine Bienfait

Data Recognition Corporation
TASC



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REMINDER

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Performance Metric	Point Value
Adult Education Enrollment	1 Point
Attained HSE	1 Point
Measurable Skill Gain	1 Point
Attained Certification	1 Point

2018-19 Grant
Program Performance Metrics

2018-19
Program

The 2018-2019 Program Performance Metrics will be used to award grants for 2019-2020

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REMINDER

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CONTINUOUS PROGRAM IMPROVEMENT



“

This document presents (1) WIOA performance indicators and other NRS measures; (2) methodologies for collecting the measures; (3) training and technical assistance to States in collecting and reporting the measures; and (4) reporting tables, including the WIOA joint information collection request (ICR) instructions and forms.” NRS Technical Assistance Guide, p. 2



“The enactment of WIOA in 2014 created new requirements for accountability and performance.” NRS Technical Assistance Guide, p. 3 <https://nrsweb.org/>

Assistance Guide, p. 3 <https://nrsweb.org/>
for accountability and performance. NRS Technical



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REMINDER

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NATIONAL
REPORTING SYSTEM
for Adult Education

New NRS TABLES

PROGRAM YEAR 2018-19

REPORTING ON OCTOBER 1, 2019

<https://nrsweb.org/training-ta/nrs-reporting-tables-webinar>

Technical Assistance Guide for
Performance Accountability
under the Workforce Innovation
and Opportunity Act

*National Reporting System for
Adult Education*

DECEMBER 2017

Division of Adult Education and Literacy
Office of Career, Technical, and Adult Education
U.S. Department of Education
Contract No. ED-VAE-15-O-8027



BEGINS
Page 154

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REMINDER



Changes to Tables 4 and 5 and New NRS Tables

Table 2A – Reportable Individuals by Age, Ethnicity, and Sex

Table 4 – Measurable Skills Gains (MSG) by Entry Level (columns added)

Table 4A – Educational Functioning Level Gain

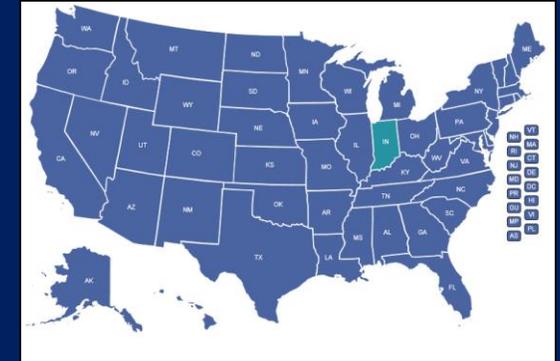
Table 5 – Primary Indicators of Performance (column headings)

Table 11 – Outcome Achievement for Participants in Integrated Education & Training Programs

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WIOA Statewide Performance Reports Program Year 2016-2017



Department of Education Reports (direct links)

- WIOA Title II Statewide Performance Reports – Each State | Outlying Areas

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html#statereports>

- WIOA Title II National Summary Report

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/spr/py2016/nationalsummary.pdf>



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WIOA Statewide Performance Reports

Program Year 2016-2017

Department of Labor reports (direct links)

- WIOA Title I Statewide Performance Reports – Each State | Outlying Area

https://doleta.gov/performance/results/annualreports/annual_report.cfm



U.S. Department of Education

For additional information, please visit OCTAE's home page for Adult Education and Literacy and click on the "[WIOA PY 2016-17 Statewide Performance Reports](#)" link in the "What's New" box.

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html#spr>



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Scott Stump was confirmed by the Senate on July 16 as the Assistant Secretary for Career, Technical, and Adult Education.

- ▶ Served as the Assistant Provost for Career and Technical Education with the Colorado Community College System.
- ▶ In 2014, Stump served as President of the National Association of State Directors of Career Technical Education consortium, now called Advance CTE.
- ▶ He holds a B.S. in Agricultural Education from **Purdue University**.

Adult Education and Family Literacy Act (AEFLA)

MONITORING PROTOCOL

Scheduled monitoring reviews are organized and planned “engagements” with a grantee.

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MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

Statute WIOA

Program
Regulations
34 CFR 462
34 CFR 463

Uniform
Guidance
2 CFR 200
.327 .328
.331 .338
.339

EDGAR 34 CFR
76.770, 76.720,
76.722



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MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

What is Monitoring?

- #1** More than on-site visits
- #2** Any action taken by the state or grantee throughout the life of a grant to ensure **legal compliance and program performance**
- #3** Ongoing process

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MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

Uniform Guidance 2 CFR 200.328

Monitoring and reporting program performance.

(a) *Monitoring by the (state).* The (state) is responsible for oversight of the operations of the Federal award supported activities. The (state) must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the (state) must cover each program, function, or activity. See also § 200.331 Requirements for pass-through entities.



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MONITORING PROTOCOL

Are local grantees –

Serving eligible adults?

Carrying out allowable activities?

Using AEFLA funds in ways that are allowable under the statute?

Meeting acceptable levels of performance?

Providing the state with data that is valid and reliable?

Fulfilling their one-stop partner roles and responsibilities?



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MONITORING PROTOCOL

Scheduled monitoring reviews are organized and planned with a grantee and may include one or more of the following methods –

- ▶ Desk Monitoring
- ▶ On-Site Monitoring
- ▶ Other monitoring techniques that ensure effective monitoring of grantee progress in meeting performance standards and compliance with grant requirements



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MONITORING PROTOCOL

Uniform Guidance (UG) Requirements – State Monitoring of Local Providers

- 2 CFR 200 subpart
 - .327 – Financial Reporting
 - .328 – Monitoring and Reporting Program Performance
 - .331 – Requirements for Pass-through Entities (States)
 - .338 – Remedies for Noncompliance
 - .339 – Termination



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MONITORING PROTOCOL

2 CFR 200.331 (b)

Using a Risk-Based Monitoring Approach

- ▶ Identify appropriate risk indicators, and assign each a value or weight
- ▶ Evaluate and rank programs based on relative risk
- ▶ Identify available monitoring resources and staff – weigh against monitoring needs
- ▶ Adjust monitoring plan, including monitoring activities and schedule based on risk and resource assessments

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Required Risk Factors in a

Risk-Based Monitoring Approach

2 CFR 200.331 (b)

Risk
Indicator

- Review financial and performance reports

Risk
Indicator

- Ensure that local programs takes timely and appropriate action on all deficiencies and take action if not (CAP)

Risk
Indicator

- Issue a decision for audit findings

Risk
Indicator

- Verify that every subgrantee is audited as required



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Required Risk Factors in a

Risk-Based Monitoring Approach Subgrantees

2018-2019

Adult Education Continuation Grant And
Competitive Application (Request for
Application)

Granting of Funds to Contracting Entities

DWD allows the use of contracted service providers (sub-grantees) subject to the approval of DWD. The grantee will assume all responsibility for the performance of the contracted services providers (subgrantees). This includes, but is not limited to ensuring that contracted services providers (subgrantees) follow DWD policies and that contracted services providers (subgrantees) are in compliance with applicable state and federal law.

Grantees will also be responsible for the monitoring of contracted services providers' (subgrantees) performance and data.



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Required Risk Factors in a

Risk-Based Monitoring Approach

Subgrantees

2018-2019



Risk
Indicator

- Why do grantees have to monitor subrecipients?
 - It's the law.
- How do grantees have to monitor?
 - It's up to the grantee.

- It's up to the grantee to monitor



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Required Risk Factors in a

Risk-Based Monitoring Approach

Subgrantees
2018-2019

Risk
Indicator

- **STANDARD:** *Monitoring efforts must provide a **reasonable assurance** that a subgrantee administers Federal funds in compliance with laws and regulations, and that performance goals are achieved.*

goals are achieved,
regulations, and that performance



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FEDERAL
MONITORING INSTRUMENT

NEXT

STEPS

Moving Forward

2018-2019

Draft Federal Instrument for States
Adult Education and Family Literacy Act
(AEFLA) Monitoring Protocol

Module 1 – Performance Accountability

Module 2 – Fiscal

Module 3 – State Leadership (professional
development)

Module 4 – Competition and Monitoring Locals

Module 5 – WIOA Shared Monitoring



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MONITORING INSTRUMENT for
Indiana Adult Education Programs

NEXT

STEPS

Moving Forward

2018-2019

Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

Section 2 – Fiscal

Section 3 – Local Leadership (professional
development)

Section 4 – Monitoring

Section 5 – State Targets



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INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Monitoring TEAM

NEXT

STEPS

Moving Forward

2018-2019

Indiana Adult Education
Program Quality Review

MONITORING Team*

Lance Halsey

Roy Melton

Jennifer Montgomery



*Continue as Adult Education Coordinators (AECs)

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PY17

HOUSEKEEPING



FISCAL MATTERS

- Review all reimbursements requested and received
 - ▶ Contact Cheryl Jones immediately if you have not received a reimbursement within the 35-40 day range. cjones@dwd.in.gov
- You may continue to submit reimbursement requests for PY17 expenses (July 1, 2017 to June 30, 2018)
 - ▶ Until you submit your close out OR August 15, 2018 (whichever comes first)



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FISCAL MATTERS CLOSE OUT PACKETS

- Due to DWD Finance by **August 15, 2018**
- Copy our office at adulted@dwd.in.gov when you email your completed close out to DWD Finance



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FISCAL MATTERS



HOLD all reimbursement requests until your PY18 contract has been fully executed.

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2018-2019 Adult Education Online (Request for Application)

DWD and Indiana Adult Education supports distance learning in an effort to increase participation in, and provide additional access to, adult education and literacy services within Indiana. It is thus the desire of DWD to fund an adult education provider within the state of Indiana up to \$200,000 to administer a statewide “online only” distance education program.

DWD’s online only distance education will provide services to Hoosiers in all of Indiana’s 92 counties through the integration of adult education and literacy activities delivered through technology accessible by students with access to an internet connection and assessments provided to participants by their closest local Indiana Adult Education provider.

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2018-2019 Adult Education Online (Request for Application)

Assessments will be conducted in partnership with local adult education providers, and must be conducted on-site at local adult education provider locations. Both the AE online only distance education grantee and the local adult education provider will share AE online only distance education students for the purposes of recording and reporting both state and federal performance metrics.

Only organizations that received adult education funding for the 2018-19 year are eligible for AE online only distance education funds

Adult Education Online Award Period

10.1.18 - 6.30.19

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2018-2019 Adult Education Online (Request for Application)

2018-2019 Adult Education Online

Timelines

Request for Application

Event	Date
RFA Issued	Monday, August 6 th , 2018
RFA Questions Due	Friday, August 10 th , 2018 5:00 PM EST (GMT-5)
RFA FAQ Released	Friday, August 17 th , 2018
RFA/Grant Application Submission Deadline	Monday, September 17 nd , 2018 5:00 PM EST (GMT-5)
Award Decisions Issued	Monday, September 24 th , 2018

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2018-2019 Adult Education Online
(Request for Application)

Scott Mills

DWD Adult Education Grants Manager | smills1@dwd.in.gov

Application and RFA Question Submission

AdultEd@dwd.in.gov

2018-2019 Adult Education Online

Questions

Request for Application



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Professional Development

NEXT

STEPS

Moving Forward

2018-2019

- ▶ Regionally Delivered Professional Development
- ▶ Locally Delivered Professional Development
- ▶ State Initiatives

Professional Development Team*

South – Nancy Karazsia

Central – Dan DeVers

North – Jose Torres

*Continue as Adult Education Coordinators (AECs)





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Professional Development

NEXT

STEPS

Moving Forward

2018-2019



PDF – Director Statewide Meetings

August 17, 2018 - 9:00 a.m. – 3:00 p.m. *Eastern Standard time*
Elkhart – **Elkhart Area Career Center** - 2424 California Rd,
Elkhart

August 24, 2018 - 9:00 a.m. – 3:00 p.m. *Eastern Standard time*
Indianapolis – **Walker Career Center** - 9651 E 21st St,
Indianapolis

August 31, 2018 - 9:00 a.m. – 3:00 p.m. *Eastern Standard time*
Bedford – **Stonegate Arts and Education Center** - 405 I St.,
Bedford



INDIANA
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DEVELOPMENT

InTERS

ADULT EDUCATION UPDATES,
TRAININGS

Matt Crites

mcrites@dwd.in.gov

Brin Sisco

bsisco@dwd.in.gov

ABE

Log-in to the Indiana Student Data Reporting Client

User ID:

Password:

Ok Cancel

Indiana Student Data Reporting Client

Version: 1.0.10.1914
App Date: 20170202



STATEWIDE (08/01/18)	Goal	To-Date
Enrollment	1,800	33
Still Enrolled	---	32
Completers	1,440	1
Completion Rate	80%	100%
Dropped	---	
Dropped Rate	15% (or below)	0%
Certifications issued	1,065	1
Certification Rate	74%	100%
Employment	640	0
Employment Rate	60%	0%



Jessica Gray

Program Manager

jgray1@dwd.in.gov

workindiana@dwd.in.gov

(317) 503-1006

Get to know us!





-  School is starting!
-  Non-JAG Grads
-  WorkINdiana

-  TABE usage changes

-  JAG Resources Warehouse -
<https://sites.google.com/view/jag-indiana-resources/home>



Several Sullivan High School JAG students participated in an Entrepreneurship Camp this summer

IAACE NOTES



Where do you fit?

We have new committees! Join a committee to network and grow!

Advocacy Committee: Rob Moore, Chair

Communication Committee: Caroline Foster, Chair

Membership Committee: Laura Smart, Chair

Conference Committee: Ted Pearson and Jennifer Wigginton, Co-Chairs

Employer Engagement: Christy McIntyre & Mandi Logsdon Co-Chairs

Audit: Michelle Davis, Chair

Mission:

The IAACE's purpose is to advocate for adult education in Indiana.

Vision:

We cultivate leaders who advance adult education for stronger communities in Indiana.

IAACE

9801 Fall Creek Rd #151

Indianapolis, IN 46256

iaace2@gmail.com

317-721-9365



IAACE NEWS

Professional Development Events:

BRIDGING THE SKILLS GAP: TITLE I AND II WORKING COLLABORATIVELY

DATE: Friday, August 10, 2018
TIME: 2:00 p.m. EDT

GO HYBRID NOW: BUILDING A VIRTUAL CLASSROOM AND INTERACTIVE DIGITAL ACTIVITIES

DATE: Tuesday, August 21, 2018
TIME: 2:00 p.m. EDT



Marriott Resort & Spa at Grande Dunes
8400 Costa Verde Drive
Myrtle Beach, South Carolina

COABE Virtual Conference
October 25 - 26, 2018



October 25-26, 2018 | Produced in Partnership

COABE
COALITION ON ADULT BASIC EDUCATION

**Mc
Graw
Hill
Education**



IAACE NEWS

COABE Updates

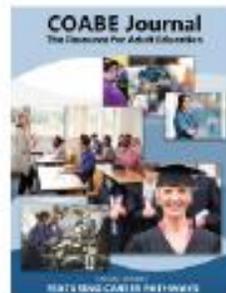
If you are an IAACE member and you are not receiving weekly emails from COABE please let us know by emailing us at iaace2@gmail.com

Don't miss out on:

- Important legislative updates and briefings
- National advocacy campaigns
- Weekly webinars (FREE for IAACE/COABE members)
- Scholarship and grant opportunities
- COABE Journal of Research & Practice
- Resources for best practices

SAVE THE DATE!

Have you heard the exciting news?
There is a special summer edition of the *COABE Journal* featuring career pathways! We hope you enjoy reading your copy today!!



[ACCESS IT HERE](#)





INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Next Adult Education & Workforce Development Statewide Webinar

9.5.18

10 to 11:30 a.m. ET

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

INDIANA
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